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ABSTRACT

Important global attitudes in the United States and other countries are measured and social attitudes interpreted according to a number of variables in this cross-cultural study. The term Worldmindedness (the quality which is measured in the study) refers to a world-view of problems of humanity rather than a national view of them. Two testing instruments measured the attitudes, the primary instrument a 32 item Worldmindedness Scale consisting of half pro-worldminded and half anti-worldminded items (in addition, eight dimensions of worldmindedness were identified constituting sub-scales within a scale), and the secondary instrument a checklist type of questionnaire on socio-economic background. Analysis performed on thre samples of secondary students with differing socio-economic backgrounds, ages 16 through 18, in Italian, German, and American schools, indicates that the Worldmindedness Scale has notably high reliability and validity for its kind of instrument and is applicable to cross-cultural studies. It was concluded that a basic similarity in attitudes exists among the three national groups and that adolescents in these countries appear to share a common, value-oriented worldminded view. (SJM)

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USING THE WORLDMINDEDNESS SCALE IN CROSS-CULTURAL RESEARCH: AN EXPLORATORY STUDY

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At the moment, we have available to us a goodly amount of Worldmindedness data collected from several interesting samples which, from our preliminary analyses, appear to be extremely promising.

These days there is evident an intense interest among educators, political scientists, social psychologists, and other social scientists--both in the United States and abroad--in the two closely related topics of political socialization and peace-related research. While the reasons for this interest at this time approach the obvious, they are felicitously described in the words of Lewis Mumford: "Each of us must remember his humanness; it takes precedence over our race, our religion, or our nationality. Only to the extent that nations cultivate this humanness, becoming members one of another, can our civilization achieve peace and security, to say nothing of the well-being and creativeness that eventually issue forth from them."

We think our study contributes something to the current efforts and research by educators and social scientists in these fields of political socialization and peace-related research. What we have tried to do is identify an instrument which measures important global attitudes not only in the United States, but in other countries as well, and to interpret differences in attitudes according to a number of variables. Not only is Worldmindedness obviously related to a person's political socialization, but it is related to global attitudes and understandings of considerable interest to the growing number of researchers working on understanding peace-promoting mechanisms.

What we have measured is Worldmindedness, a concept defined by Sampson and Smith (1957) as a pure value-orientation or frame of reference which reflects a world-view of the problems of humanity rather than a national view of them. A World-minded individual then, has as his primary reference group mankind rather than the nationals of a particular country. Worldmindedness is to be distinguished from the somewhat more familiar concept of international-mindedness. In the literature of social psychology, international-mindedness commonly implies some knowledge about or interest in international affairs. Accordingly, it seems clear that a person

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can be international-minded without being Worldminded, or vice versa.

The Worldmindedness Scale was chosen for several reasons. One was that it had been used by several researchers, although most of their studies focused on various college age populations. More recently, we have found that the Scale is again being used in significant research. The evidence provided by the original researchers indicated that the Scale had exceptionally high reliability and unusually high validity for such instruments (Sampson and Smith, 1957). Of considerable importance to us in our cross-cultural study was the fact that the instrument appeared more culture-free and less dated than some others used in related research. In this last respect, our preliminary analyses indicate that we were correct, and the cross-cultural utility of the instrument is one of the study's most exciting prospects.

With the data so far collected by us, we see our present research problems as essentially two: 1) to completely understand our instrument, particularly as regards its utility in cross-cultural research, and 2) to interpret differences in Worldmindedness according to a number of variables, including nationality, socio-economic background, contact with foreigners, and others. As our report will indicate, in developing conclusions, we are farther along in some areas than in others.

METHODOLOGY

Testing Instruments and Procedures

The primary instrument was the 32 item Worldmindedness Scale, a Likert-type instrument developed by Sampson and Smith (1957). Of the 32 items, half are pro-Worldminded, half anti-. In addition, Sampson and Smith identified eight dimensions of Worldmindedness which they felt might constitute sub-scales within the Scale: immigration, government, economics, religion patriotism, race, education, and war. The Scale has four questions relating to each sub-scale; half of these are pro-Worldminded, half anti-. Subjects check items according to six degrees of agreement or disagreement with values assigned to each response.

Translation of the instruments and all procedures associated with pre-testing and administration of the Scale in Italy and Germany, all these matters were undertaken by teams of social scientists in those countries, with Mr. Parker participating throughout the various deliberations and procedures.

A second instrument consisted of a checklist type of questionnaire. This questionnaire covered the following variables:

- length of time lived in country other than native country
- number of foreign friends
- frequency of dining with foreign friends' families
- language facility for conversing with foreign friends and their families
- living an extended period of time in an apartment building shared by individual tenants from foreign countries
- extent of receiving from and/or sending gifts to foreign friends
- frequency of writing to foreign friends now living abroad
- occupational and educational level of father
- educational level of mother
- type of community (rural-urban-suburban) and place (state or country) mother lived in during adolescence
- age and sex

In addition to the above items, the adult samples, consisting of graduate students at home and abroad, were asked to indicate:

- marital status
- military or civilian status
- estimate of personal political affiliation on a seven point scale

The procedures for administering the 32 item Worldmindedness Scale and the questionnaire were basically the same for all subjects. In every case a native administered the Scale and provided the necessary explanations. The printed introduction (appended to the instrument) was read with the non-threatening features of the survey emphasized. Confidentiality and anonymity were stressed. In fact, the students' teachers and school administrators were not shown the completed forms. Subjects were free to respond or not as they chose, either to the whole instrument or to specific questions. In each sample some very few subjects chose not to respond to one or another question.

Samples

To date we have collected several interesting samples, viz: 104 Italian secondary school students; 121 German secondary school students; 128 secondary school students from American military dependents schools in Germany; 115 American secondary school students resident in America; and 70 American adults living in Germany, all of whom are graduate students and also affiliated in some way with the American military (most of these were military officers). The secondary

school students are between 16 and 18 years old. We are presently in process of collecting samples of comparable size of graduate students resident in America and of a control group of military dependents who have never lived abroad. Of the five samples so far collected, data processing and analysis has been performed only on the first three secondary school samples, namely, the Italian, the German, and the American military dependents residing in Germany.

The experimental subjects were selected so as to represent different socio-economic strata and educational experience. Half of the Italian students were from a Liceo Classico, the other half from an Istituto Technico; half the German students were from Gymnasien and half from Realschulen; and half the U. S. resident students were from an upper-middle class community school, half from a lower socio-economic class community school. The socio-economic background of the military dependents can be inferred, approximately, from the rank of the father. The adult subjects will all be graduate students in the School of Education, Boston University. However, half of these were living in Germany, affiliated with the United States military and enrolled in Boston University's Overseas Graduate Program; half will be resident in the United States, enrolled in the University in one of our regular graduate degree programs.

Analysis Related to the Attitude Scale in Earlier Studies

Considerable evidence regarding the reliability and validity of the Worldmindedness Scale has been reported by the original investigators. Sampson and Smith (1957) for the samples in their studies. They reported a product moment correlation between odd and even items of .87 corrected to .93 by the Spearman-Brown formula for 56 college students. A coefficient of stability of .93 was obtained over a 28 day interval with 33 college students.

Sampson and Smith also reported empirical evidence of validity employing two types of criteria, internal and external. An internal consistency analysis was completed to identify items with discrimination power of two or more scale points between two criterion groups consisting of the upper and lower 10% of a sample of 120 college students. Analyzing the external criteria resulted in the following data: Negative Pearson product-moment coefficient of -.72 between Worldmindedness Scale scores and scores on the Ethnocentrism Scale of the California Authoritarianism study for 223 college students; -.53 between a 10-item Political-Economic Conservatism Scale from the California Study and Worldmindedness; -.46 between the F scale and the Worldmindedness Scale (Smith, 1955).

Estimate of Reliability

A unique estimate of the reliability of the W-Scale scores obtained on each of the three samples so far processed, i.e. secondary school students in Italian, German, and American military dependents schools, was provided by Hoyt's technique utilizing analysis of variance procedures. Reliability scores were .849, .846, and .848 for the Italian, German, and American military dependents samples, respectively. These coefficients of reliability are surely both significant and substantial. Tabular data for these estimates can be found in Table 1, 2, and 3.

Estimate of Validity

At this stage, we have only attempted to establish an estimate of validity through the means of item analysis in which single items were correlated with total score for the three national groups. Those validity coefficients are reported in Table 4. We feel the data reported here increases our confidence in the validity of the instrument. With coefficients ranging as high as .64, with many above .40, with a clear majority of coefficients above .35, and with only a very few below .20, we feel these data, given the length and type of scale, to be both significant and substantial.

Other Analysis

The Worldmindedness Scale, in theory at least, measures eight dimensions of Worldmindedness, each represented by four of the 32 items in the Scale. These sub-scales were referred to by the original researchers, Sampson and Smith (1957), as: religion, immigration, government, economics, patriotism, race education, and war. However, the existence of these sub-scales was not tested by Sampson and Smith, undoubtedly because factor analysis with computers was impractical in 1957. Nor did subsequent investigators using the Scale publish the results of any factor analysis. In the present study, factor analysis was applied to the Worldmindedness scores of the three national samples and to the combined scores of the three samples. The factor analysis performed was classical - or common-factor analysis in which the factors were inferred rather than defined, and with rotation of factors into terminal factors.

The results of the factor analyses indicate clearly that the presumed eight sub-scales, identified by sets of four questions, do not really function. This was found to be true whether one separated the scores by nationality or combined them and whether one rotated the factors or not. While interpretation of the factor analysis data continues, at present it seems that the instrument will be found to be uni-dimensional rather than octo-dimensional. One factor

analysis matrix, of the several produced, can be seen in Table 4a.

Cross-Cultural Comparisons

So far in our research, cross-cultural comparisons have been limited in number. Those data we have available are as follows:

When mean scores on the whole Scale for the three national groups were compared, differences emerged. The mean score for Italians was 134.692; for Germans it was 138.058; and for Americans it was 116.078. Standard deviations were similar; each was, respectively, 24.44, 23.79, 21.58; and the differences were significant. Thus, it seems, one might say that the Italians and German subjects scored high on Worldmindedness and were quite close to one another. (The possible range of scores on the Scale is 0 to 192, indicating low to high Worldmindedness.) The American subjects scored relatively high on Worldmindedness, but were still markedly (and statistically significantly) lower in Worldmindedness than either Italians or Germans.

When mean scores on each item are seen and compared by nationality, other patterns and differences emerge. With the exception of four items, the differences in scores among the three samples are significant at the .01 level. The tabular data with these comparisons can be found in Table 5. Despite these statistically significant differences, one might well ask whether it seems that the differences in mean scores as presented, indicate real differences in attitude. In most cases, we do not feel that the differences signify substantial difference in attitude. Quite the contrary, with the exception of some few items such as 32, 20, and 5, examination of the table is more likely to result in the recognition of striking similarities of response and concomitant similarity of attitudes.

So far, pending further consultation with our European collaborators, we cannot yet explain either the striking similarities or the few isolated and obvious differences in responses. But the basic similarities in attitudes among our three national groups seem quite apparent. It may be, indeed, that adolescents in these three countries do share a common, Worldminded, value-orientation.

Conclusions

Our conclusions are modest in number and can be stated briefly, but we are pleased to share them. We feel some of them may be useful to other researchers. Some concern the Worldmindedness Scale, some cross-cultural comparisons.

First and foremost, we feel that the data here presented indicate the Worldmindedness Scale has had notably high reliability and comparatively high validity with samples from three nations using three languages. Thus, accordingly, we feel this Scale is clearly useful in cross-cultural studies and is likely to be useful in other languages and cultures besides those used in the present study.

Secondly, while several researchers have a priori accepted the existence of the eight sub-scales and made comparisons based on them, we feel that the acceptance and use of the sub-scales is no longer warranted because of our factor analysis data. It is more likely that the Scale is uni-dimensional, though some factors different from the original eight may yet be identified.

As regards cross-cultural comparisons, we feel that many are interesting and will be useful. With this in view, we have collected data that should allow cross-cultural comparisons according to the "standard" demographic variables such as sex, socio-economic status, parental education, and so on. In addition, we are particularly interested in comparisons based on the extent and quality of subjects' contacts with foreigners, and have collected data accordingly. To date, unfortunately, we have not yet been able to perform the appropriate analyses to enable us to report on such comparisons. However, while cross-cultural comparisons are yet far from complete, with the data presently at hand and reported herein, what appear to us as most striking are not differences among our national groups in total scores or in scores on individual items on the Scale, statistically significant though they may be, but in the basic similarities of response. These indicate to us, at our present early stage of interpretation, common attitudes and values shared by the adolescent samples in our three national groups. If there is a youth culture shared by youths in Westernized, industrialized, urbanized societies, Worldmindedness may well be one of its components.

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Table 1

Analysis of Variance of W Scale Scores
of 104 German Secondary Students

Source	d.f	Sum of Squares	Mean Square
Among Individuals	103	1577.3945	15.3145
Among Items	31	3465.0625	111.7762
Residual (Error)	3193	7581.9062	2.3745
Total	3327	12624.3632	129.4652

Table 2

Analysis of Variance of W Scale Scores
of 103 Italian Secondary Students

Source	d.f	Sum of Squares	Mean Square
Among Individuals	102	1812.0000	17.7647
Among Items	31	2176.0391	70.1948
Residual (Error)	3162	8504.1172	2.6895
Total	3295	12492.1563	90.6490

Table 3

Analysis of Variance of W Scale Scores
of 112 Students of American Military
Dependent Families Living in Germany

Source	d.f	Sum of Squares	Mean Square
Among Individuals	111	2163.4141	19.4902
Among Items	31	4710.4297	151.9493
Residual (Error)	3441	10235.5703	2.9746
Total		14946.0000	

Hoyt Reliability is defined as:

$$\frac{\text{Among Individuals Variance - Error Variance}}{\text{Among Individuals Variance}}$$

thus, for the German sample

$$r_{tt} = \frac{15.3145 - 2.3745}{15.3145} = .846$$

and for the Italian sample

$$r_{tt} = \frac{17.7647 - 2.6895}{17.7647} = .849$$

and for the American Military Dependent sample

$$r_{tt} = \frac{19.4902 - 2.9746}{19.4902} = 84.8$$

These coefficients of reliability are, of course, significant and substantial.

Table 4

Item Validity Coefficients Obtained by Correlating Single Item with Total Score for Three Groups of Students German, Italian and American Military Dependents

Item		Validity Coefficients		
		German N=104	Italian N=103	American N=112
Our country should have the right to prohibit certain racial and religious groups from entering it to live.	1.	.3527	.3321	.4349
Immigrants should not be permitted to come into our country if they compete with our own workers.	2.	.2700	.2626	.1511
It would be a dangerous procedure if every person in the world had equal rights which were guaranteed by an international charter.	3.	.4444	.2808	.3744
All prices for exported food and manufacutred goods should be set by an international trade committee.	4.	.1482	.0079	.1413
Our country is probably no better than many others.	5.	.3201	.3941	.3683
Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming into this country.	6.	.3763	.4442	.2861
It would be a mistake for us to encourage certain racial groups to become well educated because they might use their knowledge against us.	7.	.3192	.3316	.3045
We should be willing to fight for our country without questioning whether it is right or wrong.	8.	.2158	.4396	.2850
Foreigners are particularly obnoxious because of their religious beliefs.	9.	.0401	.4762	.2024
Immigration should be controlled by an international organization rather than be each country on its own.	10.	.1701	.2360	.2752
We ought to have a world government to guarantee the welfare of all nations irrespective of the rights of any one.	11.	.4844	.3822	.3956
Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.	12.	.2677	.1240	.2325
It would be better to be a citizen of the world than of any particular country.	13.	.6448	.5573	.5807
Our responsibility to people of other races ought to be as great as our responsibility to people of our own race.	14.	.4317	.4018	.3072
An international committee on education should have full control over what is taught in all countries about history and politics.	15.	.2381	-.0326	.2635
Our country should refuse to cooperate in a total disarmament program even if some other nations agreed to it.	16.	.1845	.3716	.3385
It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours.	17.	.3516	.4925	.2509
Any healthy individual, regardless of race or religion, should be allowed to live wherever he wants to in the world.	18.	.4154	.3094	.3512
Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.	19.	.4460	.3482	.2552

Table 4 (Continued)

Item Validity Coefficients Obtained by Correlating Single Item with Total Score for Three Groups of Students German, Italian and American Military Dependents

	Item	Validity Coefficients		
		German N=104	Italian N=103	American N=112
	If necessary, we ought to be willing to lower our standard of living to cooperate with other countries in getting an equal standard for every person in the world.			
20.	We should strive for loyalty to our country before we can afford to consider world brotherhood.	.4898	.4624	.5527
21.	Some races ought to be considered naturally less intelligent than ours.	.2989	.3378	.5158
22.	Our schools should teach the history of the whole world rather than of our own country.	.3018	.4221	.3047
23.	An international police force ought to be the only group in the world allowed to have armaments.	.3090	.3466	.2263
24.	It would be dangerous for us to guarantee by international agreement that every person in the world should have complete religious freedom.	.4482	.2545	.3257
25.	Our country should permit the immigration of foreign peoples even if it lowers our standard of living.	.3483	.3944	.3648
26.	All national governments ought to be abolished and replaced by one central world government.	.4432	.3865	.4765
27.	It would not be wise for us to agree that working conditions in all countries should be subject to international control.	.5764	.5497	.5305
28.	Patriotism should be a primary aim of education so our children will believe our country is the best in the world.	.5443	.5272	.4140
29.	It would be a good idea if all the races were to intermarry until there was only one race in the world.	.4182	.4664	.3683
30.	We should teach our children to uphold the welfare of all people everywhere even though it may be against the best interests of our own country.	.2834	.2659	.4644
31.	War should never be justifiable even if it is the only way to protect our national rights and honor.	.5409	.5404	.5205
32.		.3839	.5125	.4025

Table 4A

Factor Loadings on 32 Item Scale Obtained with Combined Groups of Secondary Students-- German, Italian and American Military Dependents Living in Germany (N=319)

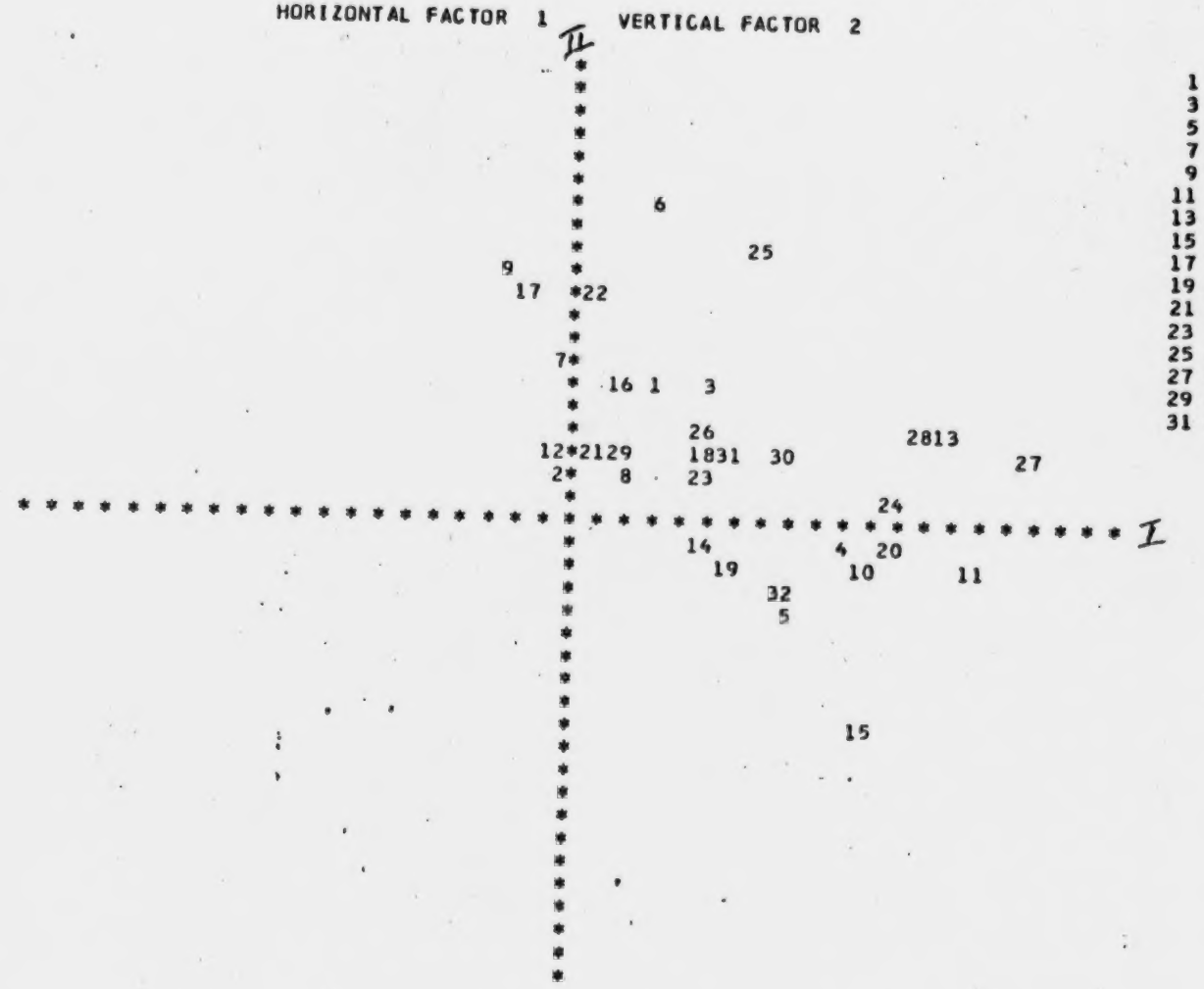
FILE NONAME (CREATION DATE = 01/22/72)

VARIMAX ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
VAR001 Religion	0.10296	0.29464	0.36089	0.25871	-0.13123	0.01390	0.29877	0.27668
VAR002 Immigrat	-0.03956	0.09061	0.05119	0.06168	-0.05424	0.08075	0.15962	0.77624
VAR003 Gov't	0.21489	0.26673	0.28239	0.18176	-0.18916	0.31839	-0.24191	0.13739
VAR004 Econ.	0.46410	-0.01549	0.13598	-0.14475	0.31130	-0.30612	-0.24518	-0.11719
VAR005 Patriot	0.39662	-0.18009	0.29614	0.26377	0.41160	-0.08377	0.08309	0.06991
VAR006 Race	0.11465	0.66385	0.20398	-0.06895	-0.03149	-0.07304	0.12970	0.19489
VAR007 Educ	-0.04932	0.34246	0.55142	0.09074	-0.20097	0.22312	-0.05083	0.08642
VAR008 WAR	0.09097	0.06426	0.09017	0.76205	0.00804	0.08498	0.06368	0.10419
VAR009	-0.11557	0.54711	-0.04184	0.34255	0.09027	0.14707	-0.09250	0.13540
VAR010	0.50647	-0.07713	0.04490	-0.02862	0.28775	-0.27909	0.14833	-0.04805
VAR011	0.72788	-0.08841	0.08949	0.06725	0.04537	-0.02411	0.11331	0.00164
VAR012	-0.00430	0.13343	0.06778	0.04372	0.16196	0.10021	-0.27206	0.63885
VAR013	0.69234	0.16200	0.01982	0.11871	0.08095	-0.10514	0.20588	0.05622
VAR014	0.22053	-0.03992	0.75940	0.05569	0.08858	0.08913	0.04841	-0.06454
VAR015	0.53547	-0.44354	0.16855	0.07924	0.04398	0.05270	-0.07094	-0.01492
VAR016	0.08827	0.25018	-0.09813	0.04987	0.72805	0.12146	-0.06423	0.11119
VAR017	-0.06770	0.48855	0.11289	-0.01590	0.26597	0.42694	0.10309	0.04200
VAR018	0.20572	0.11790	0.52093	0.13205	0.15564	-0.23904	0.12035	0.23317
VAR019	0.29728	-0.08599	-0.08082	0.14834	0.20145	0.52122	0.09582	0.21262
VAR020	0.58701	-0.04066	0.14122	0.02339	0.39506	-0.03212	0.21193	0.10937
VAR021	0.01548	0.10582	0.07633	0.18029	-0.02487	0.69389	0.08297	0.02683
VAR022	0.03088	0.46826	0.22974	-0.02400	0.12367	0.33640	-0.17765	-0.00212
VAR023	0.24504	0.05230	0.01741	0.05701	-0.02153	0.05151	0.71415	-0.06626
VAR024	0.56992	0.04404	0.16107	-0.09362	-0.07560	0.02281	0.13184	-0.02994
VAR025	0.32187	0.55099	-0.06266	0.28789	0.09173	-0.01598	0.15024	-0.03103
VAR026	0.22093	0.15806	0.12277	-0.33368	0.16249	0.32117	0.33023	0.29788
VAR027	0.81019	0.13609	-0.03334	0.11947	0.04382	0.12571	0.07548	-0.06290
VAR028	0.62438	0.18509	0.09924	0.11113	0.00298	0.22076	-0.11542	0.16109
VAR029	0.09287	0.13411	0.18892	0.74074	0.08903	0.23237	0.05855	-0.00085
VAR030	0.39885	0.12182	0.12584	-0.20121	0.32623	0.16754	0.10057	-0.22124
VAR031	0.27444	0.13414	0.31863	0.10600	0.23968	0.20181	0.43815	0.15667
VAR032	0.35470	-0.10575	0.30682	0.20398	0.41775	0.08790	0.36817	-0.07322

Table 4A (Continued)

FILE NONAME (CREATION DATE = 01/22/72)



1 = VAR001	2 = VAR002
3 = VAR003	4 = VAR004
5 = VAR005	6 = VAR006
7 = VAR007	8 = VAR008
9 = VAR009	10 = VAR010
11 = VAR011	12 = VAR012
13 = VAR013	14 = VAR014
15 = VAR015	16 = VAR016
17 = VAR017	18 = VAR018
19 = VAR019	20 = VAR020
21 = VAR021	22 = VAR022
23 = VAR023	24 = VAR024
25 = VAR025	26 = VAR026
27 = VAR027	28 = VAR028
29 = VAR029	30 = VAR030
31 = VAR031	32 = VAR032

Table 5

Results of Simple Analysis of Variance of Scores Obtained by German, Italian and American Military Dependents On Each of the Thirty-two Items

Item	Group:	N	Means	Std Devs	F
	1 German	104			
	2 Italian	103			
	3 American	112			
1	1		5.529	1.184	13.84
	2		4.330	1.824	
	3		4.643	1.959	
2	1		4.346	1.708	9.47
	2		3.282	2.111	
	3		4.143	1.757	
3	1		4.654	1.880	3.49
	2		3.971	2.111	
	3		4.518	1.894	
4	1		4.413	1.763	28.47
	2		5.136	1.052	
	3		3.429	1.985	
5	1		5.019	1.344	53.81
	2		4.359	1.612	
	3		2.598	2.206	
6	1		5.231	1.339	0.91
	2		5.117	1.423	
	3		5.357	1.148	

F required for significance at the .01 level is 4.7

Table 5 (Continued)

Item	Group: 1 German 2 Italian 3 American	Means	Std Devs	F
7	1	5.394	1.212	9.79
	2	4.709	1.641	
	3	5.437	1.100	
8	1	5.587	0.977	26.71
	2	3.806	2.058	
	3	4.420	2.047	
9	1	4.962	1.278	8.85
	2	4.447	1.772	
	3	5.268	1.203	
10	1	3.375	1.986	28.59
	2	4.000	1.900	
	3	2.054	1.889	
11	1	4.365	1.765	26.62
	2	4.311	1.875	
	3	2.687	2.092	
12	1	3.904	1.868	0.79
	2	3.757	2.120	
	3	4.089	1.810	
13	1	4.125	1.900	7.66
	2	4.456	1.945	
	3	3.393	2.233	
14	1	5.673	0.849	12.08
	2	5.369	0.965	
	3	4.920	1.452	

Table 5 (Continued)

Item	Group: 1 German 2 Italian 3 American	Means	Std Devs	F
15	1	4.019	1.990	25.50
	2	3.786	2.018	
	3	2.205	2.079	
16	1	4.038	2.009	9.11
	2	4.913	1.589	
	3	3.884	1.990	
17	1	4.183	1.764	2.53
	2	4.602	1.579	
	3	4.643	1.569	
18	1	5.683	0.788	8.60
	2	5.330	1.018	
	3	5.027	1.509	
19	1	2.413	2.191	6.94
	2	2.437	2.046	
	3	1.527	1.904	
20	1	4.106	1.562	63.67
	2	5.019	1.358	
	3	2.464	2.017	
21	1	1.663	1.915	9.43
	2	1.437	1.459	
	3	2.482	2.113	
22	1	4.577	1.984	2.63
	2	4.854	1.633	
	3	5.107	1.423	
23	1	4.558	1.420	2.63
	2	4.388	1.786	
	3	4.036	1.861	

Table 5 (Continued)

Item	Group: 1 German 2 Italian 3 American	Means	Std Devs	F
24	1	3.346	2.138	7.52
	2	3.515	2.211	
	3	2.455	2.117	
25	1	5.212	1.222	6.46
	2	5.000	1.455	
	3	4.464	1.927	
26	1	2.288	1.785	8.70
	2	3.311	1.828	
	3	2.982	1.773	
27	1	3.433	2.051	23.63
	2	3.786	2.102	
	3	1.955	2.068	
28	1	4.010	1.924	19.33
	2	4.010	1.856	
	3	2.607	1.956	
29	1	5.635	0.899	22.67
	2	4.214	1.969	
	3	4.554	1.679	
30	1	2.769	1.857	26.88
	2	4.301	1.920	
	3	2.473	2.013	
31	1	4.385	1.508	6.75
	2	4.427	1.635	
	3	3.687	1.813	
32	1	5.038	1.512	51.20
	2	4.602	1.786	
	3	2.652	2.154	